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ABSTRACT

The feasibility of incorporating women's studies into the regular teacher education curriculum was explored. Suggestions and recommendations on developing the curriculum were made, focusing on considerations such as: (1) availability of adequate resource materials; (2) development of sample course syllabi for instructors of women's studies in teacher education; (3) possible teaching strategies, such as cross-listing courses and team teaching; (4) degree to which women's studies have already been included in teacher education; (5) faculty members who would be willing to serve as resource persons in education classes; and (6) developmental possibilities inherent in seminars and study/discussion group sessions. (JD)

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INTEGRATING WOMEN'S STUDIES IN TEACHER EDUCATION: SOME RECOMMENDED STRATEGIES

In a recent survey[1] of coordinators/directors of women's studies programs[2] to assess the status of women's studies courses in teacher education, it was found that less than one-half of the respondents' institutions offered women's studies courses in teacher education. Furthermore, few teacher education programs had initiated any mainstreaming, with the exception of the efforts of isolated individuals, nor did they foresee any plans for mainstreaming.

If women's studies is to become integrated in education at all levels, teacher education would be the natural facilitator. In support, the growing body of educational research and literature related to women's equity issues and integrating women into the K-12 curriculum offers excellent content for a women's studies curriculum in teacher education.

It would seem to be the mutual responsibility of women's studies and teacher education to initiate women's studies courses and mainstreaming in teacher education,

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[1]Sandra Styer. "Women's Studies Courses in Teacher Education." Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1982. SP 020 408 ED 218 262. Page 2.

[2]Elaine Reuben and Florence Howe, compilers, "Women's Studies Programs - 1981," Women's Studies Quarterly 9:2 (Summer 1981), pp. 25-32.

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however, in the absence of such initiative from teacher education, women's studies programs (coordinators/directors/faculty) may need to devise strategies to increase the involvement of teacher education in women's studies.

Teacher education programs with adequate enrollment may be encouraged through various strategies to develop one or more women's studies courses. First, the availability of adequate resources should be assured. Many essential materials will be readily available in the major professional education and psychology journals. Women's studies library collections should include significant pertinent literature; selected publications from the Women's Educational Equity Act Program would be especially valuable. While pertinent films, slides, audio- and video-tapes may be costly, those which would be most helpful to prospective women's studies instructors in teacher education are often those which would be equally useful in women's studies courses in affiliated disciplines, such as psychology and sociology. Curriculum collections of instructional materials for elementary and secondary students may be surveyed to evaluate their adequacy related to women and issues of sex equity. Bibliographies of the above materials could be made available to prospective women's studies instructors in teacher education as well as to those who might mainstream women's studies content into teacher education.

Because so few feacher educators have had any formal

women's studies training, they may feel inadequately prepared to teach women's studies. Some background in women's studies may be achieved in several ways. Women's studies faculty teaching selected courses could be asked to indicate which sessions of their courses might be of special interest to teacher educators. Calendars of and invitations to these sessions could then be distributed to interested teacher educators. Sample course syllabi and bibliographies from existing women's studies courses in teacher education and other disciplines could be shared with prospective women's studies instructors in teacher education. A comprehensive sampling of these materials could be acquired through networks with other colleges and universities. Syllabi could provide models for course development; bibliographies could suggest readings for professional development.

Strategies such as team teaching and cross-listing courses which have generally enhanced women's studies curriculum development may be utilized in promoting the development of women's studies courses in teacher education. Individuals reluctant to independently initiate a course might be enthusiastic about team teaching with an experienced women's studies instructor from teacher education or the liberal arts. For example, a teacher educator who has taught a course in "Sexism in Education: Current Issues" might have the expertise to team with a colleague to teach a new course "Developing Women's Studies

in Secondary Education." Similarly, a sociologist who has taught a course "Institutional Sexism" might have the ideal background to team teach a course "Sexism in Education." While supporting the new women's studies instructor, such teaming would contribute to the development of a more interdisciplinary perspective than might otherwise be possible.

In response to the interdisciplinary nature of women's studies and the exigency of recruiting students from various disciplines, cross-listing may be an appropriate strategy. The typical cross-listing of women's studies courses in another academic discipline may be extended to a concept of three-way cross-listing in women's studies, teacher education and one other academic discipline. Some examples of women's studies course titles and the departments in which they could be cross-listed are:

Feminist Children's Literature	English and Education
History of Women in American Education	History and Education
Sexism and Racism in Education	Sociology and Education
Education and the Socialization of Women	Sociology and Education
Counseling Women	Psychology and Education
Sex Role Stereotyping in Education	Psychology and Education
Women and Media	Communications and Education

Whether or not separate women's studies courses are feasible, teacher educators may be encouraged to mainstream women's studies content throughout the teacher education program. Several types of surveys could provide information

helpful in planning such mainstreaming. To assess the degree to which mainstreaming has already been accomplished and to identify candidates interested in mainstreaming, teacher educators could be surveyed. Women's studies and other faculty could be surveyed to determine the women's studies topics for which they would be willing to serve as resource persons in education classes. Topics could be suggested within the survey with opportunities for recommendations of other topics. Finally, lists of the resource persons and the topics for which they would be willing to serve as resource persons could be distributed to teacher educators. Some possible topics, resource persons and teacher education classes are:

TOPIC (RESOURCE PERSON)	TEACHER EDUCATION CLASS
Integrating Women's History into the Social Studies Curriculum (Historian)	Social Studies Methods
History of Women in American Education (Historian)	History of Education
Math Anxiety (Mathematician or Psychologist)	Mathematics Methods
Women in Science (Scientist or Historian)	Science Methods
Sex Role Concept Development (Psychologist)	Child Development
Nonsexist Childrearing (Psychologist)	Child Development or Parent Education
Women and Achievement Motivation (Psychologist)	Child Development
Sex Role Socialization in the Schools (Sociologist)	Curriculum

Roles of Women/Mothers in Contemporary Families (Sociologist)	Child Development or Parent Education
Women of Color (Sociologist)	Multicultural Education
Sexism in Language (Linguist)	Language Arts Methods
Feminist Evaluation of Children's Literature(English Literature Instructor)	Children's Literature
Sexism in Children's Television Programming and Advertising (Speech/ Communications Instructor)	Instructional Media
The Education of Women (Philosophy Instructor)	Philosophy of Education

Once identified, such resource persons for mainstreaming could serve equally well for separate women's studies teacher education courses.

The 1982 survey sought information on women's studies courses outside of teacher education which would be professionally useful to education students.[3] Of the forty-seven respondents who offered a women's studies teacher education course, all noted that they offered at least one such course; of the sixty-four respondents who did not offer a teacher education course, fifty-nine indicated that they offered at least one such course. An examination of the titles of these courses suggests the richness of women's studies as a resource for education students. Some typical ones were: "Language and Sex," "Sociology of Sex Roles," "Sex, Race and Ethnicity: Women in Urban America" and "History of American Women." Women's studies programs could identify those women's studies courses which would especially support teacher education and could be taken as

[3]Sandra Styer. "Women's Studies Courses in Teacher Education." Washington, D.C.: ERIC Clearinghouse on Teacher Education,1982. SP 020 408 ED 218 262. Page 6.

electives or to fulfill special requirements. Brochures which listed these courses and described the rationale for their value to prospective teachers could be developed and distributed to education students and faculty advisers.

While developing new courses, mainstreaming and advocating enrollment in already existing courses are probably the most critical strategies, there are some supplemental strategies for women's studies programs committed to involving teacher educators and education students. Among these methods are the presentation of relevant informal seminars and study/discussion groups.

Women's studies programs often sponsor regular "brown bag" seminars and other feminist study/discussion groups. Programs seeking fuller participation from teacher educators and education students could offer sessions of professional interest to educators. Some possible focuses for seminars or study groups are:

A panel of educators discussing career options for women in education

A feminist elementary/secondary teacher discussing nonsexist education

A feminist parent discussing nonsexist childrearing and their expectations for the schools

The evaluation of elementary and secondary instructional materials for sexism by faculty and student participants

The evaluation of teacher education textbooks by teacher educator participants

A consciousness-raising session for student teachers and others in clinical experiences

A women's studies instructor discussing some relevant issue, e.g., math anxiety or achievement motivation

These presenters/discussion leaders could be college faculty, students and staff as well as women from the community external to the college. In addition to spurring general interest in women's studies, such seminars and discussions could become the catalyst for faculty and graduate student research in women's studies.

As teacher educators become involved in women's studies, they could be invited to offer related presentations and workshops at local, regional and national women's studies conferences. These presentations and workshops could then be offered at professional education conferences where women's studies is usually notably underrepresented.

Women's studies programs' advisory boards and committees could seek the increased participation of teacher educators and education students. Inviting new faculty and staff who were seeking networks and associations might be particularly productive. Participants in seminars and discussion groups would also be probable candidates. Such involvement could be a stimulus for increased women's studies-teacher education curriculum development.

As education faculty and students developed women's studies papers, resource units, instructional materials, etc., women's studies programs could take responsibility for soliciting them and for assuring that they were appropriately filed and available as resources to interested individuals. A bibliography/listing of these materials could be printed and distributed to teacher educators inviting utilization as well as further contributions. An especially important resource which could be housed in a library or an instructional

materials center would be a picture file of women throughout history and in various roles in contemporary society. These pictures which could be contributed by individuals throughout the women's studies program would be invaluable for loan to student teachers and others in clinical experiences.

While the feasability of implementing these recommendations may be related to the size of the individual institution's women's studies and teacher education programs, an equally important determining factor would be the degree of mutual commitment to integrating women's studies into teacher education. Given that women's studies must be an integral component of teacher education before there are likely to be significant modifications in the public schools, it seems imperative that this mutual effort be established as a high priority. Hopefully, the implementation of some of these strategies would lead to this establishment.